

**THE EFFECT OF JIGSAW METHOD ON THE STUDENTS' READING
COMPREHENSION VIEWED FROM STUDENTS' CREATIVITY**

**(A Quasi Experimental Design on Eight Grade Students of SMPN 1
Manisrenggo Klaten in the Academic Year of 2018/2019)**



Submitted to the Department of Language Studies, Graduate School of
Muhammadiyah University Surakarta in Partial Fulfillment of the Requirements
for the Degree Master of Education

By

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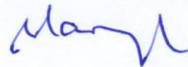
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I hereby confirm that the thesis entitled “The Effect of Jigsaw Method on The Students’ Reading Comprehension Viewed From Students’ Verbal Creativity” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammdiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledge accordingly.

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**THE EFFECT OF JIGSAW METHOD ON THE STUDENTS' READING
COMPREHENSION VIEWED FROM STUDENTS' CREATIVITY
(A QUASI EXPERIMENTAL DESIGN ON THE EIGHT GRADE
STUDENTS OF SMP N 1 MANISRENGGO KLATEN
IN THE ACADEMIC YEAR OF 2018/2019)**

ABSTRAK

Penelitian ini untuk mengetahui: (1) apakah metode *Jigsaw* lebih efektif daripada metode *Grammar Translation Method* dalam pengajaran pemahaman membaca pada siswa kelas delapan SMP N 1 Manisrenggo Klaten tahun pelajaran 2018/2019, (2) apakah siswa dengan kreativitas tinggi memiliki pemahaman membaca yang lebih baik daripada siswa dengan kreativitas rendah, dan (3) apakah ada hubungan antara metode pengajaran dan kreativitas terhadap pengajaran membaca pada kelas delapan SMP N 1 Manisrenggo Klaten tahun pelajaran 2018/2019.

Penelitian ini adalah desain eksperimen semu. Jumlah populasi penelitian ini adalah 160 siswa kelas delapan SMP N 1 Manisrenggo Klaten tahun pelajaran 2018/2019. Jumlah sampel penelitian ini adalah 64 siswa diambil dari dua kelas, yaitu kelas 8.D dan 8.E sebagai sampel. Instrumen penelitian ini adalah tes membaca dengan pilihan ganda dan tes kreativitas. Dalam menganalisis data, peneliti menggunakan uji ANOVA dua arah dan tes Tukey.

Hasil penelitian menunjukkan bahwa: (1) metode *Jigsaw* lebih efektif daripada *Grammar Translation Method* untuk mengajar pemahaman membaca pada kelas delapan, (2) siswa dengan kreativitas tinggi lebih baik dalam pemahaman membaca daripada siswa dengan kreativitas rendah, dan (3) ada hubungan antara metode pengajaran dan kreativitas siswa dalam pengajaran membaca pada kelas delapan.

Keywords: *Jigsaw, Kreativitas, Membaca*

ABSTRACT

The main objectives of this study are to find out: (1) whether or not *Jigsaw* method of cooperative learning is more effective than *Grammar Translation Method* for teaching reading comprehension to eight grade students of SMP N 1 Manisrenggo Klaten in academic year of 2018/2019. (2) whether students with high creativity have better reading comprehension than students with low creativity, and (3) whether there is any correlation between teaching methods and creativity for teaching reading at the eight grade students of SMP N 1 Manisrenggo in academic year 2018/2019.

This study used a quasi experimental design. The population of the research consisted of 160 students of eight grade students of SMP N 1 Manisrenggo Klaten in the academic year 2018/2019. The total sample were 64 students taken from two classes, 8.D and 8.E as the sample. The instrument of this research was reading test with multiple choice forms and creativity test. In analyzing the data, the researcher used Two Way ANOVA and Tukey test.

The research findings show that: (1) Jigsaw method is more effective than Grammar Translation Method to teach reading comprehension to eight grade students, (2) the students with high creativity have better reading comprehension than students with low, and (3) there is a correlation between teaching method and students students creativity in teaching reading at the eight grade students.

Keywords: *Jigsaw, Creativity, Reading*

1. INTRODUCTION

Reading has many virtues, because reading can help people to get a lot of knowledge. It is supported by Harmer (2007: 83) that reading is beneficial not only for careers, study, and pleasure, but also for language acquisition. It means that, the students must improve their reading ability in learning English. Harmer also mentioned that reading provides good models for English writing and offers opportunities to study language including vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts. Therefore, reading has important role in learning English language.

There are several factors that can affect the good and bad of a learning process, that is; interesting ways to convey materials, the ability of teachers in mastering the material, and the spirit of teachers in teaching (Harmer, 2007). It can be concluded that, the selection of appropriate teaching methods can help improve reading skills in learning English language. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Siddiqui, 2008: 136).

Creativity is one of the important factors affecting students in learning English. Formosa and Zamit (2016) states that creativity is produce a new product or regenerate the the old product use a new idea. It means that creativity is making use a new idea. This new idea can be absolutely new thing or combination which is produced before.

Cooperative learning structures call for students' colaboration to prepare answer, to clarify instructions, to understand the material, or to develop appropriate responses (Fauziati, 2014: 114). In cooperative learning, there are some methods that can be applicable in teaching reading. One of kinds of method in cooperative learning is Jigsaw. Therefore, this research aims to know whether Jigsaw method is more effective than Grammar Translation Method, whether students with high creativity have better comprehension in reading than students with low creativity, to find out the correlation between teaching method and students' creativity.

2. RESEARCH METHOD

This research is experimental research with a quantitative approach. This research used quasi experimental design, because this design used to analyze the main effects for both experimental variables as well as analysis of the interaction between the treatment. The population of this research was the eight grade students of SMP N 1 Manisrenggo Klaten. It consists of 160 students. The total sample is 64 students taken from two classes VIIID as experimental class and VIIIE as control class. This research focused on students' reading comprehension. The researcher used Jigsaw method in experimental class while in control class used Grammar Translation Method. This research also viewed from students' creativity.

In collecting the data, the researcher uses an instrument, namely a test. The test consists of reading test and creativity test. The test is used to measure both students' comprehension in reading comprehension and to measure the students' creativity. The researcher used pre-test and post-test.

Before the reading test is given to the students, the researcher tried out the reading test first to know whether the test is valid and reliable or not.

The distribution (of the r table) for $N = 32$ respondents, $\alpha 0,05$ and the degree of deliberation is 0,349. The researcher concludes that the items are valid when r result $> r$ table (0,349) and the items are invalid when r result $< r$ table (0,349). After the items of reading test are valid, the items become the instruments of this research. There are 25 valid items from 40 items that is given in tried out. After conducting validity test, the researcher do to reliability testing. The criteria of reliability is the value of Cronbach Alpha is higher than 0,60, it means that the items have high reliability (Setiyadi, 2006: 167). The result of reliability shows that the value of Cronbach Alpha is 0,862. It can be said the items have high reliability.

The data gets from reading test and creativity test. They are need to be analyzed. They are analyzed using assumption testing and hypothetical testing. The assumption tests are used to analyze the data that consists of normality test and homogeneity test.

The next step is hypothetical testing. The hypothetical testing consists of Two way ANOVA and Tukey test. Two Way ANOVA is used to find out the correlation between two dependent variables in this research. Tukey test is used to compare all pairs of the treatment averages after the Variety Analysisor Analysis Variance.

3. RESULT

3.1 Descriptive Statistic and Assumption Test

a. Students' Reading Score in Experimental Class (A_1).

In experimental class, the students taught by using Jigsaw method. Based on the normality test, the sample of the students in experimental class is in the normal distribution. Because the sig. value 0,256 is bigger than $\alpha 0,05$. The sample of variance is homogenous because the sig. value 0,814 is bigger than $\alpha 0,05$. There are 32 students in experimental class. The mean score is 72,75. The maximum score is

92. The minimum score is 48. The median score is 74. Standard deviation score is 12,21.

b. Students' Reading Score in Control Class (A_2)

In control class, the students taught by using Grammar Translation Method. Based on the normality test, the sample of the students in control class is in the normal distribution. Because the sig. value 0,129 is bigger than α 0,05. The sample of variance is homogenous because the sig. value 0,814 is bigger than α 0,05. There are 32 students in control class. The mean score is 62,37. The maximum score is 88. The minimum score is 40. The median score is 60. Standard deviation score is 11,30.

c. Students with High Creativity (B_1)

Based on normality test, the sample of the students with high creativity is in the normal distribution. Because the sig. value 0,089 is bigger than α 0,05. The sample of variance is homogenous because the sig. value 0,177 is bigger than α 0,05. There are 16 students who have high creativity. The mean score is 78,37. The maximum score is 92. The minimum score is 68. The median score is 78. Standard deviation score is 7,10.

d. Students with Low Creativity (B_2)

Based on normality test, the sample of the students with low creativity is in the normal distribution. Because the sig. value 0,094 is bigger than α 0,05. The sample of variance is homogenous because the sig. value 0,177 is bigger than α 0,05. There are 19 students who have low creativity. The mean score is 56,62. The maximum score is 68. The minimum score is 40. The median score is 56. Standard deviation score is 5,85.

e. Students' Reading Score in Experimental Class with High Creativity (A_1B_1)

Based on normality test, the sample of the students in experimental class with high creativity is in the normal distribution. Because the sig.

value 0,109 is bigger than α 0,05. The sample of variance is homogenous because the sig. value 0,502 is bigger than α 0,05. The mean score is 83. The maximum score is 92. The minimum score is 76. The median score is 84. Standard deviation score is 5,16.

- f. Students Reading Score in Experimental Class with Low Creativity (A₁B₂)

Based on normality test, the sample of the students in experimental class with low creativity is in the normal distribution. Because the sig. value 0,187 is bigger than α 0,05. The sample of variance is homogenous because the sig. value 0,502 is bigger than α 0,05. The mean score is 62,5. The maximum score is 72. The minimum score is 48. The median score is 62. Standard deviation score is 7,57.

- g. Students' Reading Score in Control Class with High Creativity (A₂B₁)

Based on normality test, the sample of the students in control class with high creativity is in the normal distribution. Because the sig. value 0,441 is bigger than α 0,05. The sample of variance is homogenous because the sig. value 0,502 is bigger than α 0,05. The mean score is 77,33. The maximum score is 88. The minimum score is 68. The median score is 76. Standard deviation score is 6.

- h. Students' Reading Score in Control Class with Low Creativity (A₂B₂)

Based on normality test, the sample of the students in control class with low creativity is in the normal distribution. Because the sig. value 0,190 is bigger than α 0,05. The sample of variance is homogenous because the sig. value 0,502 is bigger than α 0,05. The mean score is 56,62. The maximum score is 68. The minimum score is 40. The median score is 56. Standard deviation score is 6,30.

3.2 Hypothetical Testing

The hypotheses for two way ANOVA is H_0 is rejected if *Sig.* < 0,05 ,it shows that there is an effect of two independent variables on one dependent variable and there is an interaction between each variable. The

first result of Two Way ANOVA is the value of *Sig.* in the method line, the comparative analysis between the effect of Teaching Method using Jigsaw and GTM, shows that $Sig. = 0,000 < \alpha = 0,05$. It means that H_a is accepted and H_o is rejected in other words teaching with Jigsaw method is more effective to improve students' reading comprehension than teaching with GTM. The second results of Two Way ANOVA is the value of *Sig.* in the creativity line is $0,000 < \alpha = 0,05$, shows that H_a is accepted and H_o is rejected in the other words the students with high creativity have better reading comprehension than the students with low creativity. And the third results of Two Way ANOVA is the value of *Sig.* in the method by creativity line is $0,001 < \alpha = 0,05$, shows that H_a is accepted and H_o is rejected in the other words the effects of teaching method on students' reading comprehension depends on the students' creativity levels.

In Tukey test, if the value of *Sig.* lower than 0,05, it means that there is a significant differences between each variables in this research. The results of Tukey test is all the values of *Sig.* are lower than 0,05. All the values of *Sig.* shows that 0,002, 0,000, and 0,027. It means that there are significant differences between students' reading score who taught by using Jigsaw with high creativity, students' reading score who taught by using GTM with high creativity, students' reading score who taught by using Jigsaw with low creativity and students' reading score who taught by using GTM with low creativity.

3.3 Discussion

The result of the research also shows that the value of *Sig.* in the method line, the comparative analysis between the effect of Teaching Method using Jigsaw and GTM, shows that $Sig. = 0,000 < \alpha = 0,05$. It means that H_a is accepted and H_o is rejected in other words there is a significance difference between the means of Jigsaw and GTM to teach reading. The mean score of the students are taught by using Jigsaw (72,75) is higher than the mean score of the students are taught by using GTM

(62,37). The conclusion is teaching with Jigsaw is more effective to improve students' reading comprehension than teaching with GTM. The result of the research is appropriate with Kazemi (2013) states that Jigsaw has an effect in teaching reading. In addition, Meng (2010) he argue that can be used for reading comprehension. It can give stimulus for the students to be motivated to learn so that the students become easier to read better and get better achievement and comprehension.

The results of the research shows that the value of *Sig.* in the creativity line is $0,000 < \alpha = 0,05$. There is a significance difference between students with high creativity and students with low creativity. Based on the results of mean score, students with high creativity have higher mean score (78,37) than the mean score of students with low creativity (56,62). The conclusion is students with high creativity have better reading comprehension than the students with low creativity. The results of the research is appropriate with Gardner (2001: 46) mentioned that people with low creativity are people who are passive in thinking and just following the existing ideas without trying to develop themselves to create a new idea. The conclusion is the students with high creativity will be active and brave to express their opinions in the classroom, and have initiative to find an answer for the questions or a solution for the problem. this phenomenon will be contrary with students who have low creativity. The students with low creativity just will be followers an idea that has been conveyed by others or in other words they are students who are passive in the classroom.

The results of the research shows that the value of *Sig.* in the method by creativity line is $0,001 < \alpha = 0,05$, shows that there is a correlation between two variables, teaching methods and students' creativity in teaching reading. The mean score of students with low creativity are taught by using Jigsaw is (62,5) and the mean score of students with low creativity are taught by using GTM is (56,52). The differences the mean score of both classes seem clearly. It can be concluded that Jigsaw and

GTM have different effects in teaching reading for the students with low creativity. If the teacher uses more cooperative method in teaching, it will reduce low creativity levels of students. Based on the result of the research, Jigsaw method is more effective to reduce the low creativity levels of students than GTM. Because Jigsaw is one of cooperative method in teaching language. According to the statement of Robinson (2017) there four factors can influence creativity namely administrative support, exercise, atmosphere of teaching and learning, material of learning, and student freedom. In Jigsaw, students are free to express their ideas in public or discussion. Jigsaw also make the atmosphere of teaching and learning to be fun and relax. It can make students more creative than the others. Therefore, the weaknesses of students' creativity can be reduced or in other words students can be creative and score of students can increase using Jigsaw method.

4. Conclusion

Based on the discussion of the result, some conclusions can be drawn as followss: (1) Jigsaw method is more effective to teach reading than Grammar Translation Method, (2) the students with high creativity have better reading comprehension mastery than the students with low creativity, and (3) there is a correlation between teaching method and students creativity in teaching reading.

There are some suggestions for the English teacher and the other researcher, it can be listed as follows: (1) The English teacher: It is important for the teachers to make teaching and learning situation especially in teaching reading become active and interesting rather than stressful and boring. Therefore, they should apply Jigsaw to make students enjoy their learning in class. The more students enjoy in learning, the more effective learning is. Jigsaw gives students chance to develop ideas deeply, create effective teamwork, work collaboratively, learn criticize, and accept criticism. (2) The other researcher: The results of this study are hopefully can be used as a

reference by future researchers in conducting research. Jigsaw methods can be used as other research variables that are applied to other skills such as writing and speaking. Future researchers can also use the Jigsaw method as a research variable that is reviewed from other aspects such as student motivation and student interest.

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